

# 2005 PAAP ELA Entry Slip for Content Standard

# A

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

## STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

*Task Specific* ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

*Not Task Specific* ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

## STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

*Rubric Level 1*

*Rubric Level 2*

*Rubric Level 3*

*Rubric Level 4*

## STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

### ENGLISH LANGUAGE ARTS

#### READING

(A) Process of Reading ① 2 3 4 5 6 7 8 9 10 11

B. Literature and Culture 1 2 3 4 5 6 7 8 9 10 11 12 13

D. Informational Texts 1 2 3 4 5 6 7 8

#### WRITING

F. Standard English Conventions 1 2 3

G. Stylistic-Rhetorical Aspects 1 2 3 4 5 6 7 8 9 10 11

## CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: A Performance Indicator: 1 Rubric Level: 1 Rubric Page# ELA 1

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:

Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Free Time Choices

Media

**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to choose a free time activity, from among five given options, on each of six days. The activities always included looking at/reading books/print materials. The student indicated his/her choice orally, or by pointing at his/her preference among picture symbols of the activities offered. For this task, the choices other than books were:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

## Prior Knowledge and Skills Required:

The student needed to understand the choices available and how to indicate his/her choice.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.) The teacher provided the templates/communication device needed to indicate the student's choice of a free time activity. For some students, the teacher filled in the data on the chart, based on the student's choice.

**Level of Assistance** (Check one): Task Specific ☐

Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)


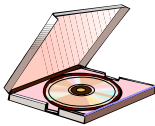

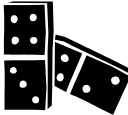

**Data Key:** (Define any symbols used for completion or correction of task.)

**% Correct** \_\_\_\_\_

**Other Information:** (ex., Clarify how the point value of the task was determined.)

Free Time Choices

Student chose free time activities from those listed on the chart below.

<div>Activity 1: Blocks</div> <div></div>	<div>Activity 2: Music</div> <div></div>	<div>Activity 3: Books</div> <div></div>	<div>Activity 4: Game</div> <div></div>	<div>Activity 5: Puzzle</div> <div></div>
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Circle One					
Date			Pictures/ Key Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		

Student “read” “Pictures/Key Words”: (#) \_\_\_\_\_ of 6 days.

Student “Read Text”: (#) \_\_\_\_\_ of 6 days.

Books were chosen as a free time activity \_\_\_\_\_%\* of the time.

\*This percentage will be used to determine “Level of Accuracy” at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the “correct answer” for Performance Levels 3 and 4.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology  
Content Standard: A Performance Indicator: 1 Rubric Level: 1 Rubric Page# ELA 1  
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:  
Selected Response ☒ Constructed Response ☐ Performance Based ☐  
Source of Task: PAAP Task Bank Points for Task: 6  
Task Title: Free Time Choices



**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to choose a free time activity, from among five given options, on each of six days. The activities always included looking at/reading books/print materials. The other four options differed from the choices provided for the first task for the Entry. The student indicated his/her choice orally, or by pointing at his/her preference among picture symbols of the activities offered. For this task, the choices other than books were:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

## Prior Knowledge and Skills Required:

The student needed to understand the choices available and how to indicate his/her choice.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.) The teacher provided the templates/communication device needed to indicate the student's choice of a free time activity. For some students, the teacher filled in the data on the chart, based on the student's choice.

**Level of Assistance** (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)


**Data Key:** (Define any symbols used for completion or correction of task.)

**% Correct** \_\_\_\_\_

**Other Information:** (ex., Clarify how the point value of the task was determined.)

Free Time Choices

Student chose free time activities from those listed on the chart below.

Activity 1: Blocks	Activity 2: Music	Activity 3: Books 	Activity 4: Game	Activity 5: Puzzle
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Circle One					
Date			Pictures/ Key Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		

Student “read” “Pictures/Key Words”: (#) \_\_\_\_\_ of 6 days.

Student “Read Text”: (#) \_\_\_\_\_ of 6 days.

Books were chosen as a free time activity \_\_\_\_\_%\* of the time.

\*This percentage will be used to determine “Level of Accuracy” at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the “correct answer” for Performance Levels 3 and 4.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology  
Content Standard: A Performance Indicator: 1 Rubric Level: 1 Rubric Page# ELA 1  
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:  
Selected Response ☒ Constructed Response ☐ Performance Based ☐  
Source of Task: PAAP Task Bank Points for Task: 6  
Task Title: Free Time Choices



**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **third task** for this Entry required the student to choose a free time activity, from among five given options, on each of six days. The activities always included looking at/reading books/print materials. The other four options differed from the choices provided for the first task for the Entry. The student indicated his/her choice orally, or by pointing at his/her preference among picture symbols of the activities offered. For this task, the choices other than books were:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

## Prior Knowledge and Skills Required:

The student needed to understand the choices available and how to indicate his/her choice.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.) The teacher provided the templates/communication device needed to indicate the student's choice of a free time activity. For some students, the teacher filled in the data on the chart, based on the student's choice.

**Level of Assistance** (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)


**Data Key:** (Define any symbols used for completion or correction of task.)

**% Correct** \_\_\_\_\_

**Other Information:** (ex., Clarify how the point value of the task was determined.)

Free Time Choices

Student chose free time activities from those listed on the chart below.

Activity 1: Blocks	Activity 2: Music	Activity 3: Books 	Activity 4: Game	Activity 5: Puzzle
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Circle One					
Date			Pictures/ Key Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		

Student “read” “Pictures/Key Words”: (#) \_\_\_\_\_ of 6 days.

Student “Read Text”: (#) \_\_\_\_\_ of 6 days.

Books were chosen as a free time activity \_\_\_\_\_%\* of the time.

\*This percentage will be used to determine “Level of Accuracy” at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the “correct answer” for Performance Levels 3 and 4.

# 2005 MEA PAAP Task Description # \_\_\_\_\_

Student Name: \_\_\_\_\_ Task Date: \_\_\_\_\_

Content Area (Circle one): ELA Mathematics Science & Technology  
Content Standard: A Performance Indicator: 1 Rubric Level: 1 Rubric Page# ELA 1  
Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:  
Selected Response ☒ Constructed Response ☐ Performance Based ☐  
Source of Task: PAAP Task Bank Points for Task: 6  
Task Title: Free Time Choices



**Description of Task:** (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **fourth task** for this Entry required the student to choose a free time activity, from among five given options, on each of six days. The activities always included looking at/reading books/print materials. The other four options differed from the choices provided for the first task for the Entry. The student indicated his/her choice orally, or by pointing at his/her preference among picture symbols of the activities offered. For this task, the choices other than books were:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

## Prior Knowledge and Skills Required:

The student needed to understand the choices available and how to indicate his/her choice.

**Teacher Role in Task:** (ex. read to student, recorded answers, provided number cards, monitored progress, etc.) The teacher provided the templates/communication device needed to indicate the student's choice of a free time activity. For some students, the teacher filled in the data on the chart, based on the student's choice.

**Level of Assistance** (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

**Data Key:** (Define any symbols used for completion or correction of task.)


**% Correct** \_\_\_\_\_

**Other Information:** (ex., Clarify how the point value of the task was determined.)



Free Time Choices

Student chose free time activities from those listed on the chart below.

Activity 1: Blocks	Activity 2: Music	Activity 3: Books 	Activity 4: Game	Activity 5: Puzzle
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Circle One					
Date			Pictures/ Key Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		
Date			Pictures/Words Read Text		

Student “read” “Pictures/Key Words”: (#) \_\_\_\_\_ of 6 days.

Student “Read Text”: (#) \_\_\_\_\_ of 6 days.

Books were chosen as a free time activity \_\_\_\_\_%\* of the time.

\*This percentage will be used to determine “Level of Accuracy” at the Content Standard Level. Unlike other Indicators, A1 measures the % of choices among the number of opportunities for choice, rather than the number of specific answers that are correct. In the context of this Indicator, the choice to read or look at books can be translated as the “correct answer” for Performance Levels 3 and 4.